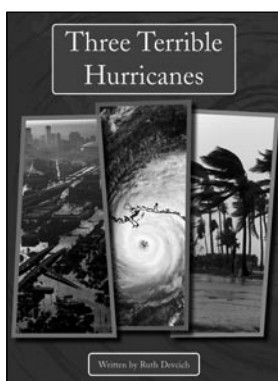


Three Terrible Hurricanes

Text Type		Lower 1500–1800 words RA 8.8–9.2	Middle 1900–2400 words RA 9.3–9.7	Upper 2500–3000 words RA 9.8–10.2
Fact	Procedure	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	Recount (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	Information Report (Description)	Mythical Creatures	The World of Caves	Top Towers
	Information Report (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	Interview	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	Biography	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	Explanation	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	Procedural Recount	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
Fiction	Realistic Fiction (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	Realistic Fiction (In School)	On the Case	The Real-Life School Project	Ms McMahon
	Historical Fiction	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	Fantasy	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	Science Fiction	A New Source of Power	The Intergalactic Race	Eighth Moon
	Humour	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	Mystery	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	Folktales	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



THREE TERRIBLE HURRICANES

Upper level fact

Text type: Recount (Explanation)

Reading age 10.2

Word count 2,995

Before Reading

Activate prior knowledge by asking students what they know about hurricanes. Explain that a hurricane is also known as a tropical cyclone or a typhoon. A hurricane is a severe tropical storm usually accompanied by heavy rains and strong winds. Hurricanes form and gather intensity over the ocean, and lose strength and weaken as they pass over land. When they cross the coast, hurricanes can cause huge amounts of damage.

Discuss the hurricanes, cyclones, or typhoons that students have heard about. Ask students what they know about them. *What sorts of places get hurricanes? Can people die during*

hurricanes? Do you think hurricanes are preventable? Is there anything that can be done to change the course of a hurricane?

COVER

Before Reading

Read the title and examine the cover photograph. Discuss what the book may be about. *What do these photographs and the title suggest about this book?* Discuss each of the photographs from the front cover. *Where are these places? What does the centre photograph show? From where was this photo taken?*

Read the blurb. *What additional information does this give you? What do you expect to find inside this book?* Guide the discussion to build understandings that this book will provide information about three particular hurricanes.

What are the names of the hurricanes in this book? Have you heard of any of these hurricanes? Which country did these hurricanes cross? What do you know about these hurricanes? Did you see any news reports about them?

What is the purpose of this book?

CONTENTS PAGE

Open the book. Discuss the features of the contents page. *Where would I go to read about Hurricane Katrina?* Students should quickly respond with the page number. Repeat for other pages. Encourage quick responses. *What do you know about information books?* Students should indicate that the reader can choose where they'd like to start.

Students should mention the terms *glossary* and *index*. Ask students to explain what each term means. Visit each of these pages to clarify that the glossary provides meanings for new or tricky words about the topic, and the index provides the page numbers to help the reader locate particular things in the book.

Revisit the contents page. Discuss the term *introduction*. *What does this mean?* Lead students to acknowledge that an introduction will provide background information about the topic, which will help us read the book.

INTRODUCTION

During Reading

What do you notice first about this page? Guide students to discuss the information contained on page 5. Ask students to read the heading on the table and read the caption with the image below it. *What do you think The Saffir-Simpson Hurricane Scale is?* Invite inferences.

What kind of image is at the bottom of the page? From where has this image been photographed? What does category 4 mean? Look at the table above and see what information you can find out. Students should indicate that category 4 means wind speeds of 210-249 km per hour.

Read page 4 and find out about the three

hurricanes in this book. Jot down the main points ready for discussion.

After Reading

What do you know about the hurricanes in this book? Discuss each of the hurricanes. Guide the discussion to address these points:

- *When did this hurricane occur?*
- *Which areas did this hurricane affect?*
- *How powerful was it?*
- *How many people died?*
- *How costly was this hurricane?*

Write the name of each hurricane as it is discussed, and put them in order to show the intensity of each. For example, Rita . . . Ivan . . . Katrina. Beneath each name write the category and number of deaths caused.

How many days did Hurricane Ivan last? What happened to Hurricane Ivan over the 18 days? Support students to understand that although Hurricane Ivan reached category 5 several times, its intensity varied over the 18 days.

HOW A HURRICANE FORMS

During Reading

Read the title. Direct students to look at the photos and diagrams on pages 6 and 7. *What does the photo and caption on page 6 tell you? What do you think the purpose of the diagrams on page 7 is?* Discuss what the arrows suggest, and what the words mean. Guide students to infer what is happening. Tell students to turn to pages 8 and 9. Continue the discussion, examining the diagrams and photo.

Read pages 6 to 9, and be ready to share what you learn about how hurricanes form. Jot down some details that will help you to explain the stages in forming a hurricane.

After Reading

Invite students to share what they know about hurricanes. Guide the conversation:

- *Hurricanes only form in certain areas. Where are these areas? Why do you think they need warm tropical waters?*
- *What are the other names for hurricanes?*
- *What is the first stage in the formation of a hurricane?*
- *What is the second stage?*
- *What is the third stage?*
- *What eventually happens?*
- *What do you know about hurricanes? What can affect a hurricane?* Direct students to page 9 to check if needed.

As you ask about each stage in forming a hurricane, it may be necessary to reread each section of the text and discuss the diagram to assist students to comprehend.

HURRICANE IVAN

During Reading

What do you notice about the features on these pages? Students should indicate the time line, map, and subheadings. *What does the time line tell us?* Students should read the names of some of the hurricanes for 2004 and indicate that Ivan is in bold text. *Why? When is Atlantic hurricane season? What does the map tell us?* Direct students to notice how far Ivan travelled.

What do you notice about the text on page 10? Students should notice the bold text on *hurricane status*, and suggest that this word is located in the glossary. Direct students to the glossary and ask students to read the definition aloud.

Direct students to look through the illustrations to page 15 to gather more information. Discuss the photos and captions.

Read pages 10 to 15. As you read, check the glossary for the meanings of other words in bold text. Be ready to discuss what happened.

After Reading

What enabled Hurricane Ivan to gather so much intensity? What is a depression?

What happened on Friday, September 3? Check page 10 to find out.

When did Ivan's winds strengthen to hurricane status?

What happened as Ivan moved west? Why do you think Ivan weakened and strengthened several times?

What damage did Ivan cause on September 7? How much damage was caused?

Something significant happened on September 8. Find out what it was.

What happened on September 9? Find out. How did the locals react? What happened?

On September 13 Cuba had a bit of luck. What was it?

What happened when Ivan hit the US on September 16? What is a storm surge? How many people died altogether due to Ivan? Check the book and find out.

Is it just the wind that causes the damage? Build knowledge that the aftereffects like flooding can be just as dangerous.

AFTER HURRICANE IVAN

During Reading

Look at page 16. What does the information on this map tell us? Give students a moment to study the map to infer what is happening. Discuss. Tell students that a map carries information that needs to be read, just like the words on the other page. If you can read both the words and the map, it will help you understand where Ivan went and how many countries were affected.

Read page 17. As you read, jot down a few notes about the destruction Ivan caused.

After Reading

What were the results of Hurricane Ivan? Invite students to share information about the damage Ivan caused and the cost to human life. Do you think it would be just people that died? What else may have died in the hurricane? Why?

What do scientists think Ivan caused? How big was this wave? What was the impact of the large waves? What kind of damage can flooding cause? What does it mean when it says, large waves pounded the coastline?

How did Ivan change the coastline?

How long was the cleanup expected to take? Why do you think it would take so long?

HURRICANE KATRINA

During Reading

Read the title and examine the time line and photo on pages 18 and 19. What year did Katrina hit the coast? How many other hurricanes occurred in the Atlantic that year?

What does the photo tell you? Students should infer that flooding was an aftereffect.

Read pages 18 to 21. As you read, take some notes about the significant things that happened during Katrina's journey. Be ready to discuss your thoughts on how intense Katrina was, and think about this hurricane in relation to Ivan. Which was worse? Be ready to explain what you think.

After Reading

What did the first paragraph tell you about Katrina? How was it the worst?

Where did Katrina begin to form?

When did Katrina become a hurricane?

Why do you think residents of Florida received little warning of Katrina? Check the top of page 19 to find out. What sort of damage was caused? How strong were the winds in Miami? Check page 19.

What does the word stockpile mean? Why do you think people began to stockpile food, water, and medicine on August 27?

Which city was expected to be the worst affected? Why? What does below sea level mean? How could this make it worse for New Orleans? Explain.

What order was given to residents at 10am on August 28? Why? Check page 20. What is a levee? What happened when Katrina hit New Orleans?

Which hurricane was worst? Why?

AFTER HURRICANE KATRINA

During Reading

Discuss the map on page 22. *What do you expect the aftereffects of Katrina to be?*

Read page 23 and find out whether you are correct. As you read, jot down anything important to discuss at the end.

For example, find out what made the rescue so difficult for rescuers and survivors. You will read about the conditions for survivors after Katrina. Many people who survived the hurricane died afterwards. Find out why.

How did some peoples' behaviour make the situation worse? Be ready to discuss why you think some people behaved the way they did.

What were some of the fears of survivors? How do you think survivors felt afterwards?

After Reading

What were the conditions after Katrina like? What made the job of rescuing people so difficult? What were some of the very upsetting things to see? Check the first paragraph for answers.

What is looting? Describe the behaviour of looters. Why do you think looting and shooting began? How would this make others feel?

Why did some people who survived the hurricane still die afterwards? Explain.

Why were some people frightened of the mosquitoes? How might this spread disease?

What other fears did people have? Check the last paragraph for the answer.

What are your thoughts about Katrina?

HURRICANE RITA

During Reading

Read the first paragraph together. *How do you think those in the south-western United States felt when they found out that another hurricane was coming only a few weeks after Katrina? What does the word threatened tell you?*

Look at the photos and read the captions. What do they tell you?

Read pages 24 to 28 and jot down the important things you learn about Rita.

Find out how the public reacted to the news. What did many people do to avoid Rita? Why?

Find out the effect that Rita had on New Orleans.

After Reading

What did you identify as the important things? Encourage discussion and guide the conversation to follow the sequence of events as they occurred.

For example, what did many people do when the forecast that Rita would grow stronger was made public at Key West?

When did Rita become a category 4 hurricane? In which direction was Rita heading at that point? What was the fear for New Orleans?

When did Rita become category 5 strength? Check page 26.

What happened in Texas, Galveston, and Louisiana? Check page 27.

What happened on September 24? What had happened to Rita?

What happened in New Orleans?

AFTER HURRICANE RITA

During Reading

What do you expect the aftereffects of Rita to be?

As you read page 30, take note of the impact of Rita on property, the levees, and lives. Find out whether the damage caused by Hurricane Rita was comparable to Ivan or Katrina.

What often occurs as a result of a hurricane that makes the situation difficult for survivors and rescuers, and makes it hard to begin cleaning up and rebuilding? Be ready to chat about this.

Be ready to discuss how you think those who suffered Hurricane Katrina and also Rita were feeling afterwards.

After Reading

What was the impact on property?

What happened to the levees? Was the damage as bad as expected? Why not?

Did anyone die?

What often occurs as a result of a hurricane that makes it hard for rescuers, survivors, and those ready to begin the clean up? Why do you think that flooding often follows a hurricane? Discuss.

How do you think the people in New Orleans who were still not recovered from Katrina felt when they found out that Rita was headed towards them? What effect did Rita have on New Orleans?

How long would you expect the clean-ups after hurricanes, cyclones, and typhoons to take? What might many people do afterwards, if they lose their home and everything in the storm? Why might they choose to relocate?

▲ CODE BREAKER

Three Terrible Hurricanes may be challenging to read if you don't know much about hurricanes. This makes the glossary a very valuable feature of the text.

Look through the book and find other words that could be added to the glossary. Once you have found them:

- *write the words*
- *record their page numbers*
- *write what you think the words mean*
- *check the words in your dictionary.*

When you have finished, compare your list to a friend's and see which, if any, words you have in common.

■ MEANING MAKER

Hurricanes and other natural disasters can have a devastating affect on people living in places where they occur, but can also affect those assisting the recovery or involved in rescuing survivors.

Ask students to think about the recovery and rescue after Hurricane Katrina. Many people died and rescuers, survivors, and helpers saw bodies floating along in the floodwaters. Why weren't these people taken from the floodwaters? Other people died and their bodies lay on the side of the road and no one was available to take their bodies away. Why did this happen? Discuss the urgency to get to the living and the limited time rescuers had before survivors of Katrina could die of dehydration, illness, or injury.

What impact do you think these sights may have had on survivors, rescue workers, and others assisting after this tragedy?

◆ TEXT USER

Tell students that this book is set out to make it easy for us to follow the path of the hurricanes. Direct students to page 10. Ask them to browse through pages 10 to 17 and think about how the setting out helps us to follow Hurricane Ivan's path. Invite responses. Students should identify that the daily account of Hurricane Ivan's activity provides an ordered sequence. *How does this help you follow Ivan's path?* Discuss.

What else makes it easy to read? Prompt students to notice the map on page 16 that provides visual support for reading pages 10 to 15, and the final segment, *After Hurricane Ivan*, summarises the damage Ivan caused. *Why does it make sense to put this at the end?* Discuss.

● TEXT CRITIC

Explain that all authors write books for a reason. The purpose may be to entertain, to inform, or to persuade. Sometimes the purpose is clear, but at other times the purpose may not be clear. An information book may be written in such a way that only the facts are presented to the reader. Other information books may be written in such a way that the authors' feelings about the topic are communicated to the reader through the writing. This is called bias. Often the best way to get information is to just get the facts, or to get an unbiased account. That way the reader is not influenced by the authors' opinions or feelings.

Scan through this information book and find out whether this book just gives the facts, or whether the author's opinions or feelings about hurricanes are showing.

USING MULTIPLE INTELLIGENCES

Class activity

Research: Conduct more research about hurricanes, cyclones, and typhoons. (N)

Record: the names of these tropical storms, their category, where they hit, and the date/s they crossed the coasts.

Organize: this information using a table. (L)

Reorganize: the information to form a time line. (L)

Map: Choose one tropical storm and draw a map to show the area/s that were worst affected as it hit the coast. Add labels to show places. (S)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

Three Terrible Hurricanes

Name _____

As you read, add what you learn about hurricanes to the organizer below.

Hurricanes _____ _____ _____ _____ _____ _____	The Saffir-Simpson Hurricane Scale:
--	---

List the effects of the three hurricanes.

Cause	Effects
Hurricane Ivan	_____ _____ _____ _____
Hurricane Katrina	_____ _____ _____ _____
Hurricane Rita	_____ _____ _____ _____



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Three Terrible Hurricanes

Name _____

Multiple Intelligences (intrapersonal)

Many residents tried to flee from New Orleans before Hurricane Katrina struck. People took special things that could not be replaced, such as photos, medals, trophies, and special gifts.

If you knew a terrible storm was approaching and you had time to pack and leave town, what would you take? Draw and label your special things in the box. On the lines beneath, write your reasons.



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Three Terrible Hurricanes

Name _____

Can you imagine what it would be like to be in a category 5 hurricane? Reread pages 18 to 25 to help you build a picture of what it would look like, sound like, and feel like to be hit by a hurricane like Katrina.

Looks like:

E.g., planes blowing sideways on the runway

Sounds like:

E.g., winds roaring

Feels like:

E.g., terrified that the house might blow away



Three Terrible Hurricanes

Name _____

Unjumble these glossary words and add their meanings. Use page 31 of the book to help you.

Jumbled Word	Glossary Word	Meaning
yee		
tmpaosheer		
rtsom usrge		
aavdesttoin		
ofcrsaet		
erawteh snscietist		
curiahrne attssu		
evctauead		



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Three Terrible Hurricanes

Name _____

Find the information from the book to complete the table below.

Hurricane	Category	Wind Speed	Side Effects E.g., flooding, power loss, etc	Loss of Life? Yes/No
Ivan				
Katrina				
Rita				



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Three Terrible Hurricanes

Name _____

This book is a recount that explains what happened when three hurricanes crossed the coast of the United States. It is presented as a nonfiction book and that makes us think that we should be able to believe everything in the book is true.

1. What was your first impression of this book when you saw the cover?

2. Did you think that this book would give facts about hurricanes that are true and correct? Why or why not?

3. Do you think the author presented just the facts in this book? Explain.

4. Did you get the feeling that the author liked, disliked, or was afraid of hurricanes?

5. Which word in the title makes a statement about hurricanes?

6. Why do you think the hurricanes in this book are described as terrible in the title?

7. Do you think readers of this book will be inspired to learn more about hurricanes or other natural disasters? Explain.



Three Terrible Hurricanes

Name _____

You learn a lot about hurricanes from reading the words in *Three Terrible Hurricanes*, but you also need to read the pictures, maps, and diagrams. Find these pictures, maps, and diagrams in the book and examine them carefully to gather information.

Feature	Where it can be found in the book	What it tells me about hurricanes
Photo on the title page		
The Saffir-Simpson Hurricane Scale		
Satellite image of a category 4 hurricane, in the Pacific Ocean		
Satellite photo of Hurricane Ivan heading for the Gulf Coast, Alabama, US		
Time Line of the Atlantic Hurricane Season 2004		
Photo – Homes near St George’s, Grenada, after Hurricane Ivan		
Photo – Hurricane Ivan left this house in western Cuba almost completely under water		
Map – Ivan’s Path of Destruction		



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